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ABSTRACT

This is the first in a series of four booklets describing the Child Development Associate (CDA) Project at the California State College in Pennsylvania, one of the 13 original CDA pilot programs. Included in this booklet are a brief overview of the national CDA program; a history of the college's involvement in CDA; statistical information about program participants; and short summaries of the theoretical rationale for the problem solving model used and of the training criteria for the model. (SB)

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TRAVELING TOWARD COMPETENCE

The California State College

Child Development Associate Project

BOOKLET I: A PILOT EFFORT

PS 009233

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Child Development Associate Project

BOOKLET I: A PILOT EFFORT

by

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California, Pa.

To the California State College
Child Development Associate Field Site Supervisors

This set of booklets is dedicated with great appreciation and affection to the ten field site supervisors of the California State College CDA Program. This group of individuals has been continuously involved with the project since its beginning, first as trainees and then as field site supervisors. Their involvement has been characterized by great commitment, determination, flexibility, and purpose. They, more than anyone else, have directed the course of the project and shaped its philosophy. My thanks to

Sally Aber

Beverly Altman

Judy Daly

Betty Duritsa

Ann Gaydos

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TRAVELING TOWARD COMPETENCE

The California State College

Child Development Associate Project

BOOKLET I: A PILOT EFFORT

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The CDA pilot project reported herein was performed pursuant to a Grant from the U. S. Office of Child Development, Department of Health, Education and Welfare. However, the opinions and recommendations expressed herein do not necessarily reflect the position or policy of the U. S. Office of Child Development, and no official endorsement by the U. S. Office of Child Development should be inferred.

HISTORY OF THE CHILD DEVELOPMENT ASSOCIATE EFFORT

The field of Early Childhood Education has blossomed in the past ten years with the coming of first Head Start and then public Day Care. With the rapid opening of so many preschool centers across the nation, personnel specifically trained in Early Childhood Education was sparse. Preschool programs hired people from all fields and backgrounds, some possessing college degrees, some not. Although the corps of people staffing the nation's preschool centers have a rich variety of skills and talents to contribute, all too few have the specific skills, knowledge and values needed to put together a quality system of education for the young child.

Preschool personnel relied heavily on their own experiences of parenting and schooling and on their own instincts. Because of their prior training some have relied on patterns of education appropriate to elementary or even secondary-age students. Sometimes past experiences, training and instincts have held staff in good stead. But in many of the nation's preschools, the quality of education has not been adequate for the best interests of young children.

For this reason in 1970, the director of the Office of Child Development, Dr. Edward Ziegler, proposed a change in the approach to teacher education. He suggested that a new professional category called the Child Development Associate (CDA) be established.

A task force was commissioned by the Office of Child Development in 1971 to define the roles and competencies of CDA's and to establish guidelines for training.

Upon the recommendation of this task force, the Child Development Associate Consortium was funded by the United States Department of Health, Education and Welfare in 1972. The Consortium was to represent a broad spectrum of organizations and persons interested in early childhood. The job of the consortium was to review and endorse a set of competencies which a teacher would have to demonstrate in order to be awarded the Child Development Associate credential. Also, the consortium had to establish a fair and acceptable system for assessing the achieved competence of the candidates. Then the consortium could direct its attention to promoting acceptance of the CDA into existing state systems of certification.

The Child Development Associate Consortium Board of Directors accepted a set of six core competencies as a starting point. The six areas are as follows:

1. Establishes and maintains a safe and healthy learning environment
2. Advances physical and intellectual competence
3. Builds positive self-concept and individual strength
4. Positive functioning of children and adults in an environment
5. Coordination of home and center
6. Supplementary responsibilities related to children's programs

In 1972 the Office of Child Development funded 13 pilots throughout the country to do Child Development Associate training. It was the job of these pilots to develop model training approaches. California State College in California, Pennsylvania was one of these original 13 pilots.

HISTORY OF CALIFORNIA STATE COLLEGE'S INVOLVEMENT IN CDA

California State College is one of the fourteen state colleges in Pennsylvania. It is located in Southwestern Pennsylvania, approximately forty miles south of Pittsburgh. The college has approximately 5,000 undergraduate students and approximately 1,000 graduate students. The college is presently divided into a School of Arts and Science, School of Education, and School of Graduate Studies. One of the largest degree programs on the campus of California State College is that of Elementary Education and Early Childhood Education. The college houses the Western Pennsylvania State Training Office for Head Start. A Head Start Center, a Public Day Care Center, and a Student Cooperative Day Center are located on campus.

Since becoming one of the 13 CDA pilot training sites, California State College (CSC) has become committed to the continued growth and national acceptance of the Child Development Associate (CDA) effort. The college administration and faculty have consistently supported the innovative approaches to training instituted by the pilot. In addition, the college has been an advocate for CDA by reaching out both statewide and regionally with CDA training. The college staff has worked as a team to incorporate CDA-CBT concepts into a variety of training efforts.

The CSC-CDA pilot developed a unique insight into the training. The writers of the proposal foresaw the need to have qualified supervisors available to train inexperienced or less experienced personnel in the CDA competencies. The first step of the implementation of the pilot was to select a group of knowledgeable teachers who would work on refining CDA competence as well as developing skills in supervision and training. The centers in which these trainees were employed were to be utilized as demonstration centers and training sites for future CDA trainees.

The process used to select the original trainees was carefully developed. As a result of this careful screening all of the original trainees have remained with the pilot. As well as providing supervision for the pilot, many have incorporated CDA training into the pre-service and in-service training efforts in their own programs. Some have begun to do CDA training in the community outside of their programs. Still others have found ways to extend the scope of CDA training to people and programs throughout the nation.

The training philosophy of the CSC-CDA pilot is one of individualized problem solving. The success of the individualized problem-solving approach led the college to value it as a method of training on all levels. Therefore, when money became available in DHEW Region III to train field supervisors for the region, CSC proposed that the money be used to hire a regional specialist. The job of the specialist was to train field site supervisors in the region using an individualized problem-solving approach. The proposal was approved and went into operation in March of 1975. The person selected for the job of training field supervisors had been one of the original pilot trainees.

It has been her job to problem solve with Head Start Supplementary Training field site supervisors and their training institutions in order to

create a network of quality HSST-CDA training programs. The HSST regional specialist has used the resources and expertise developed by the pilot. In conjunction with the pilot coordinator even more new concepts for training have been attempted. When appropriate, regional field supervisors have visited some of the field sites set up by the pilot. The regional specialist and CDA pilot coordinator offered a series of workshops in which both pilot and regional field supervisors participated. The HSST regional specialist has modeled supervisory skills for the field supervisors in her encounters with them. Her office at CSC was used as a clearinghouse of sorts for materials developed by the HSST programs so that information could be shared. The HSST regional specialist became in essence the liaison between the CSC-CDA pilot and the HSST-CDA field supervisors. She relied on the core resource people available at the college. There have been benefits to having one person responsible for the training of field supervisors in the region. The most important has been the opportunity for the HSST regional specialist to learn about the specific programs in Region III. By learning the strengths and weaknesses of regional training, she was able to deal more effectively with programs. Knowing the territory enabled her to engage in problem solving with individual programs.

During the past three years a good deal of material has been developed by and for field site supervisors. This material has been distributed and used regionally. Guides to documentation and development of ongoing, individualized training plans are available. Most recently, this series of pamphlets synthesizing the work of the CDA pilot has been written. Aside from developing original material, the staff has researched the work of others in the area of defining behaviors inherent in the CDA competencies and has compiled an extensive list of behavioral indicators of competence.

California State College houses the Head Start State Training Office (STO) for Western Pennsylvania. In an effort to more effectively use the available person resources at the college the STO, the CDA pilot, and the HSST grant formed a coalescence known as the Center for Training Alternatives. The goal of the Center for Training Alternatives has been to coordinate training efforts among the three offices. A staff person with expertise in a specific area may be called upon by a colleague to share her/his competence with others.

Within the past several months, staff members of the Center for Training Alternatives have been asked to develop yet another aspect of CDA training. Based on the findings of both the CDA pilot and the regional HSST training grant, a proposal was funded to offer CDA training to Pennsylvania Department of Welfare Day Care Programs. New field supervisors were trained in the problem-solving philosophy and have been working in Western Pennsylvania providing training towards CDA competence to Day Care staff. California State College created a system in which a trainee can train towards competence in the stated CDA competencies, document that competence in a portfolio in preparation for CDA assessment, and be awarded transferable college credits for the work done as documentation. The college officials worked with Cheney State College located near Philadelphia to develop the same type of day care training in the eastern part of Pennsylvania. Now attempts are being made to develop a network of CDA training through the State College System, with California State being the facilitator of all staff training.

STATISTICAL INFORMATION

Trainee Statistics

Ten child care agencies participated in the California State College CDA pilot project. Five of these agencies were Head Start programs, two were public day care, one was a private day care, one a public school, and one an Easter Seal Society. The participating centers were spread all across Western Pennsylvania. Three were located in the cities of Pittsburgh and Erie, four were located in large towns, and three served in rural areas.

During the first year of the three-year project, ten classroom teachers and educational directors were selected from these agencies to be the first group of CDA trainees. These people were selected on the basis of their ability to be trained as field site supervisors for other trainees at a later time. All of the original group remained with the project for the entire three years, serving as field site supervisors once their own CDA training was completed.

Upon entering the training program one person in this group was an educational director, four were head teachers and five were classroom teachers. Within the three year period, two additional people were promoted to educational directors and one to a head teacher position. One person joined the staff at California State College to supervise CDA training. Two individuals took on extensive consulting responsibilities.

After the first year, thirteen additional people were brought into the program. Three people dropped out of the program before completion. Two of these people got jobs in other fields and one decided to go to graduate school full time. Two of the three had been volunteering in a center in order to participate in CDA training; the third had been employed as a teacher.

Of the ten participants in the second group who completed the training, one was a teacher when entering the training, three were assistant teachers and five were aides. One individual was a volunteer aide. Since participating in CDA training, promotions included one more to teacher position and two promotions to assistant teachers.

There are several statistics which might serve to give a picture of the twenty individuals who completed this CDA training program at California State College. The ages of participants ranged from eighteen to forty-nine with the median age being thirty-one. Thirteen of the twenty were married. Many had children whose ages ranged from one to thirty. One participant became a mother for the first time during her involvement in CDA training. Five of the twenty participants were black; one was male. All others were female caucasians.

When beginning training five participants had never earned college credits; nine had earned some college credits previously; one had an associate degree; four had a bachelor's degree; one had a master's degree. During the CDA training a number of credits were earned ranging from ten to thirty-four with a median of eighteen credits.

BASIC ASSUMPTIONS UNDERLYING THE CALIFORNIA STATE COLLEGE CONCEPTUALIZATION OF CDA TRAINING

Although there are national guidelines for CDA training,* every training institution will conceptualize CDA in a somewhat unique way. In order to better understand the approach presented in the following booklets, the reader may benefit from an explanation of the underlying assumptions which are made here about CDA training.

The first major assumption is that **CDA training should be viewed as continuing education** not as either a means of rescuing teachers from ineptitude on the one hand, nor rewarding those who have "arrived" on the other hand. The success of a CDA training effort can in large part depend on how that training is initially presented to participants. A CDA Program will be continually beset by the problems of low motivation on the part of the trainees if the trainees feel they were selected because of being generally incompetent and inept. An equally inappropriate approach is to lead trainees to feel that they needn't work on changing behavior and refining teacher competencies. Then they believe that a CDA credential should be an automatic reward for their current "arrived" status.

Motivation ceases to be a major problem when CDA is presented as a unique opportunity for continuing education in one's professional life. Trainees should know they were chosen to participate because they had potential to benefit from this type of teacher education. They should be given credit for already possessing a foundation of competence upon which to build more. When each trainee feels it is an honor to be a participant, s/he will be willing to make the great time and energy commitments that real growth requires.

The second major assumption is that **CDA training is not for everyone.** CDA training because it is competency-based requires that the learner be willing to work on behavioral changes that lead to sustained positive growth in professional competence. Such behavioral changes are not valued by everyone.

In order to value behavioral changes the CDA candidate must be willing to assume responsibility for her/his own behavior. This is not as easy as it sounds. There are many who habitually disown responsibility for their teaching problems by blaming others such as the children, other staff members, or parents. Other teachers react by blaming circumstances or by minimizing the importance of the problem. The CDA trainee must instead be one who is willing to assume responsibility for solving her/his own teaching problems and developing her/his own level of competence.

The very nature of CDA training and assessment requires participants to be self-directed and motivated. For instance, the CDA consortium sets the guideline that the portfolio be primarily the candidate's responsibility. The burden is on the candidate to document her/his own competence. The

*See *The CDA Program: A Guide for Training*, DHEW Publication No. (OCD) 73-1065, Department of Health, Education and Welfare, Office of Child Development, P.O. Box 1182, Washington, D. C. 20083, April, 1973.

need for self-responsibility is demonstrated consistently throughout this series of booklets.

CDA is not for everyone, but it can be the most exciting training ever experienced by self-directed participants who are willing to assume responsibility for their own professional development.

The third major assumption is that **CDA is professional training and CDA Credential is a professional credential**. The entire competency-based teacher education movement has certainly resurrected the controversy over who is the professional educator. We in the California, Pennsylvania pilot have done a great deal of thinking about what it means to be a professional. Much of this thinking was stimulated by an incident in which one of our CDA field site supervisors was referred to in a meeting as a paraprofessional because she does not possess a degree. This individual had been a trainee in the CDA pilot and had been awarded her CDA credential. She was at the time supervising the work of another trainee.

Those of us who were from the California project were stunned at the label of paraprofessional being assigned to this particular individual. It was our feeling that anyone who had seen this woman's work with children and staff would find it unthinkable that she not be considered a professional. In response to our objections the individual doing the labeling explained that her concept of a professional was a somewhat negative one. To her a professional was a "degree-waver". The field supervisor's response was simply, "I used to also think that's what a professional was, until I became one."

This incident provoked us to clarify our own definition of what was it that makes one a professional. What was it that made this field site supervisor, and those who knew her work, so strong in their conviction that she was indeed a professional? We began to think about what qualities characterize this field site supervisor. In her qualities and achievements we found a definition of what makes one a professional.

The first characteristic of a professional that we would suggest is **job competence**. A professional is not one who relies on degrees and credentials, but one who knows a job and does it competently. Proficiency and productiveness earn for her/him the title professional educator. Upon entering the CDA Program many of our candidates already possessed degrees but wanted to refine job competence.

The second characteristic that we would suggest is **professional growth**. A professional educator is one who is hungry for new knowledge, new experiences, and new encounters with people and ideas. By this definition, one is not professional who is never testing new ideas and approaches and is closed to all alternatives but his own. Some of us have teased the thin field site supervisor in the preceding story that if she were as hungry for food as she is for learning, she would soon be fat. One very valid way to achieve professional growth is through working toward degrees and certificates. Many of our credentialed CDA's are continuing their education in this way.

The third characteristic of a professional in our definition would be that of **advocacy**. Professionals characteristically are advocates of their well-thought-out ideas, theories, and philosophies. Teachers who hoard and protect their ideas and beliefs rather than share them would not meet our definition. Nor would those educators who are blown about by every

new educational trend regardless of the value changes that come with them. We believe a professional is open to new alternatives but tests those alternatives against the values and ideas s/he has thoughtfully committed her/himself to. S/he is not only open to suggestions and influences of others but has some suggestions to make of her/his own. A professional is one who makes a contribution through an advocacy role.

A professional is a **problem-solver**. S/he is not stymied by a new set of circumstances but is challenged by them. Educators who are always complaining about the poor behavior of children, inadequate facilities, uncooperative administrations, and limited budgets face real problems. But a professional does not require, nor indeed expect, an ideal set of circumstances before s/he can competently do the job required. Many teachers have creatively made much out of little. To us, they are being professional.

Lastly, we believe it takes great **courage** to be a professional. How easy it is as an educator to fall into non-professional behaviors. It is often very tempting to compete with another teacher rather than support him. How easy to blame our students for their inabilities rather than to help them. How enticing it is to complain about problems rather than to solve them. How great are the opportunities to cheat on our responsibilities rather than to meet them fully. How easy it is to get by on our learning from the past rather than to discipline ourselves to keep abreast of new knowledge. It takes great courage to judge certain values and behaviors as professional and then to act upon them daily.

The fourth assumption is that **CDA training is both competency-based and humanistic**. To many the terms "competency-based" and "humanistic" are mutually exclusive. Many arguments have been made criticizing one approach in favor of the other. Competency-based education has often been labeled product-oriented or task-centered. Humanistic education has been described as process-oriented and person-centered. These distinctions are helpful, particularly when outlining theories on paper. But when it comes to the actual operation of a program, a teacher-trainer must ask her/himself, "Must I consistently be either task-centered or person-centered?" or, "Must I choose to be concerned only about product or only about process?" "Can't I be concerned about both?" Distinctions that look so clear on paper quickly blur in actual life.

Peters in *Ethics in Education* made the statement, "Not to arrive at a destination but to develop new styles of traveling." I believe many people have found some humanistic education programs frustrating because they found themselves traveling with great style but couldn't get a handle on what the destination was. The CDA Program at California State College might have as its motto, "To arrive at a destination by developing new styles of traveling."

Competency-based education has much to say about the destination of a training participant. In fact, CBT is defined in terms of its concern for destination or goals for the learner. The American Association of Colleges for Teacher Education speaking through a committee on Performance-Based Teacher Education made the statement that, "Any instructional program is considered to be performance-based if (a) instructional goals are derived from analysis of practitioner performance and stated in advance in assessable terms and (b) evidence obtained through assessment

of learner performance is used to guide individual instruction to determine individual progress and to evaluate the system."

Competency-based teacher education narrows the focus of concern to observable teacher performance. This is quite different from the broad concern for the "whole person" typical of many humanistic models. However, as soon as a competency-based training program asks the question, "What is happening to the human being as s/he travels toward competent teaching performance?" then humanistic concerns are inevitable.

Humanistic educators are a diverse group who agree on a central concern for the "humanness" of man. I believe competency-based teacher education programs are humanistic when they develop styles of traveling toward teacher competence that take into account people's individual needs, values, and perceptions as well as skills and knowledge.

In seeing itself as a humanistic, competency-based teacher training model, the California State CDA Program has been concerned with the question of what best enables people to grow and change so that they both gain competence and human dignity. Following is a sequence of assumptions adopted by the program which we believe answer this question.

ASSUMPTION A.

Adults are conditioned in their patterns of response to the young child by their own experiences as children in the home and school, and later by experiences of parenting. With practice these habitual patterns of response become very strong and resistant to change.

ASSUMPTION B.

Sometimes these patterns of response are conducive to the optional development of the young child. In such cases an adult may be a successful, competent teacher of young children even without extensive formal training.

ASSUMPTION C.

Often conditioned patterns of responding to the young child are neither consistent nor appropriate. Decisions are not based on any well-thought-out rationale or understanding of the young child. In such cases, changes in teacher behavior must occur before the education of the young child is appropriately conceived.

ASSUMPTION D.

There are two basic ways to approach the achievement of change toward more competent job performance in adult learners. The first is to rearrange environmental conditions so as to recondition the behaviors. The

second is to assist the learner in a process of changing her/his own behavior through gaining personal power and control over her/his own destiny.

ASSUMPTION E.

Where there is motivation to learn and grow, environmental manipulation is a less appropriate strategy than facilitation of growth. If adults are assisted in learning self-help skills, they will be better able to shape their own destinies regardless of changing environmental conditions. Adult learners can develop the power to interact and act upon the environment rather than just react to it.

ASSUMPTION F.

There are several identifiable barriers to change which the adult learner must deal with before competence is gained. Through in-service training, a personalized problem-solving process is effective in helping the learner identify the barriers and design strategies for eliminating barriers to competence.

ASSUMPTION G.

The problem-solving process and the derived change strategies should be organized so that the adult learner is given primary responsibility and accountability. It is through self-responsibility that power over one's own life develops.

ASSUMPTION H

Learning is ultimately measured by changes in job performance. However, much incidental learning occurs in a problem-solving process which affects the learner's total life. Skills and knowledge enabling one to gain control over his professional life will also generalize to one's total life. Learning is most meaningful when it relates to one's total self.

The above assumptions should make clear a commitment of the destination of the teacher training effort as being competent job performance. However, there is also an overriding concern for what is happening to the human being as he travels toward that destination. Developing humanistic styles of traveling toward competence is as important to this program as reaching competence. The humanistic, competency-based teacher training model of California State College is possible through an individualized problem-solving process.



THEORETICAL RATIONALE FOR A PROBLEM-SOLVING MODEL

Competency-based training is a relatively new trend in education. There is no one right model for this type of training. Some approach it via pre-written modules. Others have developed group encounters, or classes which stress training of skills and/or acquisition of some new knowledge. The California State College Child Development Associate Training pilot has developed a problem-solving cycle on which the training is based. We have realized that each problem that occurs in a situation is unique. Therefore, we believe that each problem deserves a unique solution. The problem-solving cycle is a vehicle for eliminating barriers which mask the solution to the problem. The individual who is faced with the problem is given responsibility for finding a solution. The cycle is reflected in the works of many experts in the field of human relations.

With slight deviations, the problem-solving cycle follows one outlined by Robert Carkhuff. Carkhuff lists steps to problem solving and specifies skills needed by individuals to achieve each step. Communications and human relations skills are utilized by individuals who will engage in facilitating problem solving. Following is a clarification of the California CDA problem solving cycle.

Before one can begin to assist another individual to solve problems, time must be spent in establishing a helping relationship. It is naive to believe that anyone can enter into another's life and attempt to offer assistance before trust and sincerity have been felt by the helpee. Carkhuff spends a good deal of time establishing the fact that the relationship is the important first step to problem solving. Cogan in his book, *Clinical Supervision*, offers a good model for a collegial relationship.

The CSC model for problem solving has also incorporated into it elements of the humanistic approach to helping of Carl Rogers. As a helper establishes trust through non-judgmental caring and acceptance, the helpee begins to see her/himself more realistically and is more able to affirm her/his own worth. The relationship that we at California hope to establish is not necessarily therapeutic, but we believe that in order to facilitate the solving of any problem, a relationship of trust and support is essential.

Owning the problem is the next step of the cycle. It is human nature to see problems as belonging to others. The facilitator in a helping relationship must be assertive in establishing the ownership of the problems as that of the helpee. With a positive relationship developed, it will not be difficult to occasionally confront a helpee. The ultimate goal is for the trainee to become assertive, rather than passive. Passive persons typically disown problems. If one does not realize the ownership of a problem, the problem-solving process is stopped. There are skills needed for being assertive. Manuel J. Smith in his book, *When I Say No, I Feel Guilty*, has stated the theory, explained the skills, and offered exercises for skill practice in assertiveness.

Once someone has taken responsibility for the fact that a problem does exist, the next step is to **explore the problem**. During this stage of the process, the helper and helpee scrutinize the situation in which the problem occurs. They look at all aspects of the problem. The problem is clarified and reclarified until it can be succinctly stated. Carkhuff in his work offers strategies for exploring the problem and for the step that follows which is called **defining the problem**. The problem definition is the final clear statement that has been developed by the helper and helpee during the exploration.

The work of Robert Mager discusses the importance of a clearly defined problem. The problem when restated in positive terms becomes the **statement of goal**. In order to solve a problem, one must have in mind where s/he wants to go. Without a clear goal Mager notes the steps to follow have no meaning. Finding ways to achieve the goal follows. The helper and helpee **brainstorm strategies for meeting the goal**. Carkhuff suggests that the most obvious strategy is not always the best. It is important to generate a list of alternative strategies so that the helpee may choose one that best suits her/his needs. The following two steps are **to select an appropriate strategy** and **implement the strategy**. Because these two steps are almost entirely dependent on the motivation of the helpee to make changes, s/he must have clear values about what s/he is doing. The work of Simon, Rath, et al., on values clarification has been incorporated into the CSC problem-solving model. The process of clarifying occurs throughout the cycle. One must value the helping relationship, value the goal, value the strategies, and value the changes that occur. The implementation of the strategy does not always solve the problem. Therefore, the final step of the problem-solving cycle is to **evaluate** what has occurred. Sometimes after an evaluation the helper and helpee are satisfied with the outcome; other times they will reenter the cycle.

Problem solving is what happens all the time. What we have done is taken a look at how problems can be attacked most effectively. We have evaluated the work of others who have researched how people change, and how to problem solve, and have developed a model for training.

TRAINING CRITERIA FOR THE CALIFORNIA STATE COLLEGE CDA MODEL

For a training effort to be truly competency-based certain criteria must be met. For a training effort to be humanistic and personalized, a somewhat different set of criteria might be suggested. The California State College competency-based training for preschool staff is a unique integration of both competency-based and humanistic training. This summary outlines several characteristics of this style of training.

1. All training is job-related and therefore vitally relevant to the trainee. A set of competencies generated for each job role form the focus of all training. Competency lists have been generated for classroom teachers and field supervisors.
2. All assessment is based on job performance. Specified behaviors are defined as indicators of competence. In this way a trainee knows in advance exactly what is required of her/him. The trainee shares responsibility for the assessment of competence. The range of acceptable indicators used to document competence is wide and gives consideration to the variance of cultural and ethnic values and codes of behavior. Various competency assessment instruments have been designed and utilized at California State College.
3. To the extent possible all training is individualized. A personalized assessment is made for each trainee to determine what unique factors are blocking him from job competence. Each individual approaches work in a competency area in a mode appropriate to her/his unique barrier to competence and her/his unique style of learning.
4. All academic work is totally integrated with field experiences. If a trainee is having trouble in the area of socialization in the classroom, her/his academic assignments focus on that problem. As the trainee experiences training that is relevant to her/his current needs, s/he will discover ways to effectively solve teaching problems. Theory is taught in relation to practical situations.
5. Efforts are made to associate the training with earned credits and credentials. The goals of trainees vary. Some wish to earn the eighteen credits required for preschool teachers in Pennsylvania. Others will be applying credits to a degree or permanent teaching certificate. Many wish to apply for the National Child Development Associate Credential.
6. Field site supervision is a critical part of all training. It is the role of the field site supervisor to:
 - a. orient the trainee to competency-based training
 - b. provide ongoing assessment and documentation of the trainee's competence

- c. design and implement an individual training plan
 - d. provide a model of competent job performance
 - e. provide training counseling
 - f. provide training resources
7. A multi-phase design for training is implemented. In the first phase field site supervisors were trained in both CDA and supervision competencies. The California State College CDA Program has developed a competency list for field site supervisors. Training supervisors were selected from among program educational coordinators and head teachers employed in preschool programs. In the second phase those who successfully completed their CDA training in turn trained others. In this way eventually a large scale training network across Western Pennsylvania has been accomplished.
 8. The competency-based training offered at all times strives to be humanistic and personalized. A trainee is given a great deal of responsibility for her/his own learning and growth. Her/his personal needs and weaknesses form the basis of the curriculum. S/he is given credit for the competence s/he already has achieved. Her/his uniqueness is appreciated and valued. Her/his personal values and philosophy are respected.

A training program that succeeds in developing both professional competence and positive self concept in its trainees will do much to guarantee quality programs for children.

CONCLUSION

This introductory booklet has established a framework for the more detailed program explanation found in the following booklets. It has given an historical overview of the Child Development Associate effort, both nationally and locally at California State College. It has provided some specific statistical information about the CDA pilot at California, Pa. It has summarized the basic assumptions, the theoretical rationale, and the training criteria adopted by this pilot.

The following booklets will build on this theoretical framework to document two aspects unique to this pilot: the problem-solving approach and the training of trainers. A concern that every CDA program must address will also be dealt with: the documentation and assessment of competence.



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